

Introduction to Human Sciences/Family and Consumer Sciences

Course Description

This course is intended to enable students to have a broad scope of experiences that will provide an overview and fundamental knowledge and essential skills of Human Sciences with a foundation but not limited to family and consumer sciences. Students will explore career possibilities and develop a personal learning plan. Students will practice basic life and career readiness skill and learn to apply them to personal life situations.

Course Code: 090101

Program of Study to which the course applies

Life Skills

	Course Content	Reference/ Source	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	Student will utilize career readiness standards for career preparation.	NSFCS 1.2				
Benchmark 1.1	Student will practice effective communication using a variety of delivery methods and mediums.	NSFCS 1.2.3, NSFCS 13.3	L.11–12.3 SL.11–12.6 WHST.11–12.10	LA.12.2.2.a LA.12.3.1.a–c	CR.2.D.1 CR.2.D.3	
Sample Performance Indicator 1.1.1	Complete resume, job application, and begin career portfolio.					
Sample Performance Indicator 1.1.2	Practice effective communication techniques.					
Sample Performance Indicator 1.1.3	Evaluate communication involving social media.					
Benchmark 1.2	Student will demonstrate critical thinking and conflict resolution in personal and career settings.	NSFCS 13.4	NA	LA.12.3.3.b	CR.4.B.3 CR.5.A.1 CR.8.B.1-3	
Sample Performance Indicator 1.2.1	Identify causes of conflict in personal and career settings					
Sample Performance Indicator 1.2.2	Negotiate possible solutions for common conflicts.					
Benchmark 1.3	Student will model effective and ethical decision making.	NSFCS 1.2.8, NSFCS 13.5, NSFCS 13.6				
Sample Performance Indicator 1.3.1	Apply the decision making process to a given situation.					

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Sample Performance Indicator 1.3.2	Identify the ethical implications of decisions.					
Benchmark 1.4	Student will respect diversity and work productively in teams.	NSFCS 1.2.6, NSFCS 13.5	SL.11–12.1	LA.12.3.3	CR.8.A.2 CR.8.C.1	
Sample Performance Indicator 1.4.1	Participate in team-building activities.					
Sample Performance Indicator 1.4.2	Create teams to utilize diversity and individual talents.					
Sample Performance indicator 1.4.3.	Write a scenario in which two friends demonstrate the necessity of mutual give and take in a relationship.					
Standard 2	Student will explore the textile industry.	NSFCS 16				
Benchmark 2.1	Student will research career field opportunities in the textile industry.	NSFCS 16.1	ELA.WHST.11-12.7-9	LA.12.4.1.a-c LA.12.1.6.j SS.12.2.6.d	CR.1.B.1 CR.5.B.1 CR.9.A.2	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11-12.7-9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 2.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 2.1.2	Research and report on career within field.					
Sample Performance Indicator 2.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					
Sample Performance Indicator 2.1.4	Create an employment portfolio featuring tools including but not limited to cover letter, resume, letters of recommendation, and sample coursework and projects related to career field.					

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Benchmark 2.2	Student will understand process of textiles from source of origin to consumer purchase.	NSFCS 16.2.1, NSFCS 16.2.2, NSFCS 16.2.4, NSFCS 16.3, NSFCS 16.4, NSFCS 16.5	NA	NA	CR.1.A.1	
Sample Performance Indicator 2.2.1	Create a flowchart featuring major steps in textile processing and sales.					
Sample Performance Indicator 2.2.2	Compare and contrast basic care of textiles.					
Sample Performance Indicator 2.2.3	Identify components of developing a personal style (color, fit, current trends, influences, body type).					
Sample Performance Indicator 2.2.4	Evaluate a clothing purchase.					
Standard 3	Student will explore personal and work relationships.	NSFCS 7, 13				
Benchmark 3.1	Student will explore career field opportunities involving family and work relationships.	NSFCS 7.1	NA	SS.12.2.6.b–d	CR.1.B.1 CR.9.A.2	
Sample Performance Indicator 3.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 3.1.2	Research and report on career within field.					
Sample Performance Indicator 3.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					
Sample Performance Indicator 3.1.4	Create an employment portfolio featuring tools including but					
Benchmark 3.2	Student will compare and contrast healthy and unhealthy relationships.	NSFCS 13.1	NA	NA	NA	
Sample Performance Indicator 3.2.1	Identify characteristics of health and unhealthy relationships.					
Sample Performance Indicator 3.2.2	Evaluate a relationship using a case study and/or celebrity example.					
Benchmark 3.3	Student will evaluate personal traits and how they can be used to improve relationships.	NSFCS 13.2	NA	NA	NA	
Sample Performance Indicator 3.3.1	Apply strategies for improving communication in order to improve relationships.					
Sample Performance Indicator 3.3.2	Utilize personality assessments to identify healthy relationship interactions.					

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Sample Performance Indicator 3.3.3	Set goals related to improving a personal relationship.					
Standard 4	Student will explore child development and care.	NSFCS 4				
Benchmark 4.1	Student will identify career field opportunities in the area of child development and care.	NSFCS 4.1	NA	SS.12.2.6.b–d	CR.1.B.1 CR.9.A.2	
Sample Performance Indicator 4.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 4.1.2	Research and report on career within field.					
Sample Performance Indicator 4.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					
Sample Performance Indicator 4.1.4	Create an employment portfolio featuring tools including but not limited to cover letter, resume, letters of recommendation, and sample coursework and projects related to career field.					
Benchmark 4.2	Student will recognize milestones of development in the areas of social, emotional, intellectual, and physical development.	NSFCS 4.2	NA	NA	NA	
Sample Performance Indicator 4.2.1	Identify basic patterns of development.					
Sample Performance Indicator 4.2.2	Identify accepted practices and methods of observation.					
Sample Performance Indicator 4.2.3	List developmental milestones of a child when given a certain age.					
Sample Performance Indicator 4.2.4	Evaluate behavior of a child using developmental milestones.					
Standard 5	Student will explore human food, nutrition, and wellness.	NSFCS 8, 9, 14				

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Benchmark 5.1	Student will research career field opportunities in human food, nutrition, and wellness, distinguishing careers that support the human food industry in Nebraska.	NSFCS 8.1, NSFCS 9.1	ELA.WHST.11-12.7-9	LA.12.4.1.a-c LA.12.1.6.j SS.12.2.6.b-d	CR.1.B.1 CR.5.B.1 CR.9.A.2	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11-12.7-9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 5.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 5.1.2	Research and report on career within field.					
Sample Performance Indicator 5.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					
Sample Performance Indicator 5.1.4	Create an employment portfolio featuring tools including but not limited to cover letter, resume, letters of recommendation, and sample coursework and projects related to career field.					
Benchmark 5.2	Student will understand the human food production process from farm to table and the impact food production has on Nebraska's economic wellbeing.	NSFCS 8.2, NSFCS 14.3.3	NA	SC.12.1.2.b SS.12.2.1.c	CR.1.A.1	Alignment presumes students will be learning about the impact of food production technology on society (NE: SC.12.1.12.b). Alignment presumes that students will learn and use the market definition of <i>productivity</i> (NE: SS.12.2.1.c)
Sample Performance Indicator 5.2.1	Identify basic food safety and sanitation practices.					
Sample Performance Indicator 5.2.2	Demonstrate basic food preparation practices.					

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Sample Performance Indicator 5.2.3	Track food from growth to final consumption.					
Sample Performance Indicator 5.2.4	Plan meals that utilize food availability and cost effectiveness.					
Sample Performance Indicator 5.2.5	Identify basic kitchen equipment and terminology.					
Benchmark 5.3	Student will analyze effects of personal choices on nutrition and wellness.	NSFCS 14.1, NSFCS 14.2	NA	NA	CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 5.3.1	Evaluate current practices as they relate to nutrition and wellness.					
Sample Performance Indicator 5.3.2	Set goals to improve current health and wellness.					
Sample Performance Indicator 5.3.3	Identify influences on personal choices related to nutrition and wellness.					
Benchmark 5.4	Student will identify basic nutrients required for healthy living.	NSFCS 14.2.1	NA	SC.12.3.1.a	NA	Alignment presumes students will learn about the complex molecules (e.g., carbohydrates, lipids, proteins) that make up living organisms (NE: SC.12.3.1.a).
Sample Performance Indicator 5.4.1	List nutrient functions and sources.					
Sample Performance Indicator 5.4.2	Compare and contrast sources of nutrient information.					
Standard 6	Student will explore housing and design.	NSFCS 11				
Benchmark 6.1	Student will explore career field opportunities in housing construction, design, and sales.	NSFCS 11.1	NA	SS.12.2.6.b–d	CR.1.B.1	
Sample Performance Indicator 6.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 6.1.2	Research and report on career within field.					
Sample Performance Indicator 6.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					

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Sample Performance Indicator 6.1.4	Create an employment portfolio featuring tools including but not limited to cover letter, resume, letters of recommendation, and sample coursework and projects related to career field.					
Benchmark 6.2	Student will assess the impact of housing choices on families and communities.	NSFCS 11.6.1, NSFCS 11.6.2, NSFCS 11.6.3	NA	SS.12.3.4.c-d	CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 6.2.1	Identify kinds of housing available in the community and barriers to accessing additional housing.					
Sample Performance Indicator 6.2.2	Compare and contrast kinds of residential dwellings.					
Sample Performance Indicator 6.2.3	Prioritize needs and wants as they relate to housing.					
Benchmark 6.3	Student compare and contrast design features.	NSFCS 11.2, NSFCS 11.3	NA	NA	NA	
Sample Performance Indicator 6.3.1	Identify basic design features in interiors and exteriors.					
Sample Performance Indicator 6.3.2	Apply use elements and principles of design to improve aesthetics and function.					
Standard 7	Student will explore resource management (human, material, and community resources).	NSFCS 2, 3, 7				
Benchmark 7.1	Student will research career field opportunities in resource management.	NSFCS 3.1, NSFCS 7.1	NA	SS.12.2.6.b–d	CR.1.B.1 CR.10.A.1 CR.10.B.1	
Sample Performance Indicator 7.1.1	Use Occupational Outlook Handbook Online to research career demands and opportunities.					
Sample Performance Indicator 7.1.2	Research and report on career within field.					
Sample Performance Indicator 7.1.3	Compare and contrast identified strengths and weaknesses as they relate to the career field opportunities.					
Sample Performance Indicator 7.1.4	Create an employment portfolio featuring tools including but not limited to cover letter, resume, letters of recommendation, and sample coursework and projects related to career field.					
Benchmark 7.2	Student will identify available human, material, and community resources.	NSFCS 2.1	NA		NA	

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Sample Performance Indicator 7.2.1	Compare and contrast wants and needs for individuals, families, and communities.					
Sample Performance Indicator 7.2.2	Compile information on community resources available at the local, state, and national level.					
Sample Performance Indicator 7.2.3	Report on one resource available to meet a specific need.					
Benchmark 7.3	Student will evaluate decisions related to resource management.	NSFCS 2.1	NA	SS.12.2.1.d SS.12.3.5.b	CR.1.C.1 CR.5.B.1	
Sample Performance Indicator 7.3.1	Evaluate cause and effect of use of resources.					
Sample Performance Indicator 7.3.2	Identify a current event impacted by the use of resources.					
Sample Performance Indicator 7.3.3	Complete a comparison shopping project.					
Standard 8	Student will understand the interrelatedness of all areas of human sciences and family and consumer sciences.	NSFCS 1				
Benchmark 8.1	Student will identify the relationships and their impact of the six focus areas.	NSFCS 1.1, NSFCS 1.3	NA	NA		
Sample Performance Indicator 8.1.1	Map the relationship between the six focus areas using a graphic organizer.					
Sample Performance Indicator 8.1.2	Recommend steps to strengthen self and others by improving another focus area.					
Sample Performance Indicator 8.1.3	Identify how resources available to individuals, families, and communities strengthen other focus areas.					

Reference Sheet

Key Code	Source
CCTE	National Career Common Technical Core Community College course outline. E.g. CC (LAW 1000)
CC	
NSFCS	National Standards for Family and Consumer Sciences Education

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies	FCCLA Career Investigation STAR Event, FCCLA Career Connection National Program, FCCLA Job Interview STAR Event, FCCLA Power of One Working-on-Working Unit, Occupational Outlook Handbook Online, assorted personality tests, "What Do you Stand for Teens?", "Everyday Leadership", Tom Jackson Activities, WAIT Curriculum
Related Assessments	
Extended Learning Opportunities	Job shadowing opportunities
Professional Development Opportunities	Nebraska Career Education Conference (www.nceconference.com)
Community Links/Resources available	Local Chamber of Commerce (Nebraska Chamber of Commerce www.nechamber.net), Nebraska Department of Labor (http://www.dol.nebraska.gov/)

Contributors

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